

TECHNOLOGY OF PROFESSIONAL SKILLS DEVELOPMENT OF PRIMARY EDUCATION STUDENTS

Shakhzoda Shoyusupova
Chirchik State Pedagogical University

Abstract

The importance of improving methodological training and professional development of primary school teachers as a scientific-pedagogical problem is studied in the article. It summarizes the opinions of foreign and local researchers. The principles, theoretical and pedagogical aspects of professional development of primary school teachers are scientifically based.

Keywords: professional development, self-development, continuous professional development, professional need, "lifelong learning" principle.

Introduction

In the decision of the President of the Republic of Uzbekistan No. PQ-4884 of November 6, 2020, "Increasing the quality of education, developing science, ensuring the employment of graduates, creating conditions for the work of teaching staff and scientists, the material resources of educational institutions - they emphasized the need to establish an effective parliamentary control over the activities carried out to strengthen the technical base"²³.

The formation of socio-economic policy suitable for the independence of the republic and the market economy requires the training of highly qualified junior specialists who meet the requirements of the times and the improvement of the content of professional education that ensures the effectiveness of this process. This task is defined in a number of legislative and regulatory documents, in particular, in the National Program of Personnel Training, in the example of restructuring the system and content of personnel training based on the prospects of the social and economic development of the country, the needs of society, and the modern achievements of science, culture, technology and technology. reflected in the form of guidelines and principles.

Therefore, from the first years of our country's independence, the educational process of continuous educational institutions, in particular higher education institutions, which ensure the deep development of professional inclinations, skills and qualifications of young people, and the acquisition of several specialties in the chosen profession or, providing a new and modern methodology based on scientific and theoretical aspects in practice as one of the urgent problems waiting to be solved in this field

Based on this, as a result of the scientific analysis of the problem of improving the methodical training and continuous professional development of primary school teachers, it was determined that the following contradictions exist:



- between the orientation of modern education to innovative processes and the theoretical and methodological preparation of elementary school teachers for the implementation of innovative educational processes;
- between the need for continuous professional development of the primary school teacher and the insufficient development of scientific and methodical approaches to this process;
- between the traditional knowledge-based approach to teaching and modern innovative trends in education that require competency-based, active and person-oriented approaches in continuous professional development;
- between the need to improve the quality of innovative methodical training of teachers and the lack of resource support for developing technologies and mechanisms for continuous professional development of primary school teachers.

The above-mentioned objective and subjective conflicts activate the essence of the pedagogical phenomenon - the research problem, which is to determine the pedagogical conditions for continuous professional development of primary school teachers. From the scientific literature on the subject and the analysis of the existing situation, it is clear that the following causes the need to improve the teacher's methodological training, self-analysis and evaluation, self-development, and continuous professional development:

- results of international experiences and comparative analysis in the field of education;
- improvement of modern technologies;
- growth of the needs of society and the demand for education;
- changing the role of the teacher based on the needs and demands of society;
- Optimization of DTS and educational programs.

The rapid growth of globalization in society, reforms in the education system on a global scale require the improvement and professional development of an active participant and implementer of this process. For this, the formation of teacher competence in world science, the improvement of methodological training of teachers it is necessary to study the scientific-theoretical views put forward by pedagogues and methodological scientists on their professional development. However, in these studies and other pedagogical-psychological scientific researches, improvement of methodical preparation and professional development of primary school teachers as a scientific-pedagogical problem has not been sufficiently studied. In particular:- in some studies, the issues of professional formation of future teachers of vocational education are covered; , on the basis of the content, indicators, infrastructure, software and methodical support, information resources formation system, pedagogical and technical knowledge integration, diagnostic methods of preparation for professional activity have been developed;

the opinions of foreign and local researchers on the professional development of primary school teachers are not summarized; - the problems of improving methodical training and professional development of primary school teachers are not mentioned separately; - professional and methodical of teachers

the modern requirements for training, the content, mechanism, conditions and methodology of continuous professional development of teachers are not covered in these studies; - the



principles, theoretical and pedagogical aspects of professional development of primary school teachers are not scientifically based.

This creates the need to solve the following tasks related to the continuous professional development of teachers in a timely manner:

- based on the professional needs of primary school teachers, to identify and define priority tasks that should be systematically and organically implemented in order to improve methodical training and professional development;
- to determine and determine the factors of professional development of primary school teachers, the stages and levels of professional development related to the development of the teacher's professionalism.

It consists of researching the importance of improving the methodical training and professional development of primary school teachers as a scientific-pedagogical problem, scientific justification of the principles, theoretical and pedagogical aspects of professional development of primary school teachers.

Pedagogical observation (short-term), pedagogical monitoring, primary school teachers working in general secondary educational institutions and trainees of the training course of primary education teachers to achieve the above goal and fulfill the relevant tasks interview methods were used.

The main criterion determining the need to improve the methodical training and professional development of primary school teachers is the goal set before a person, to achieve it, setting tasks, planning activities in advance, choosing and designing implementation guidelines. , it is necessary to coordinate the goal and the result. Therefore, each teacher is based to a certain extent on his worldview, thinking, imagination and existing knowledge, personal and professional needs for his professional development.

The need for self-professional development of teachers should arise from the needs of the state and society.

If the need for improvement of methodical training and self-professional development is sufficiently formed, teachers will be interested in learning about the innovations and scientific and technical achievements of their profession, which in turn will lead to independent education of teachers. it serves to form the skills of independent learning, self-development, thereby improving the methodical training of teachers.

Conclusion

It is determined by the needs of society, the development of science and practice, the ever-increasing demands for the development of the human personality, the ability to quickly and adequately respond to changing social processes and situations, the readiness to restructure one's activities, and the readiness to skillfully solve new, more complex problems.

The meaning of self-development is manifested in the satisfaction of knowledge activity, in the increasing need of the teacher, in self-awareness through continuous education. The essence of self-development is the technique and culture of mental work, solving problems, working independently, including mastering professional skills. Management of pedagogical activity, development of technological methods and methods; - design, organization and



implementation of each specific type of pedagogical activity; - teaching process design and implementation of logically completed pedagogical technologies;- taking into account the educational needs and level of knowledge of students when promoting pedagogical issues;- evaluating and taking into account the results of the students' activities;- developing the student's motivation;- with the student formation of mutual relations in the educational process;- to be able to see the educational needs of the students and the demands of the society;- to determine the perspective of the formation of professional competence and its implementation;- for the student to get an effective education and achieve results creating a methodical system; creation and implementation of a methodical system of students' preparation for international assessment studies.

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